

General Certificate of Secondary Education

A911CA

Health and Social Care

Unit A911: Health, Social Care and Early Years
Provision

Specimen Controlled Assessment Task

INSTRUCTIONS TO TEACHERS

Before candidates start works on the Tasks, teachers should:

- make sure that candidates are sufficiently prepared for producing an action plan which covers all requirements of the Tasks
- ensure that candidates are aware that they do have research time of between 12-18 hours over the course of the unit to allow them to carry out Tasks 3 and 4 and compile a bibliography
- ensure that if any group work takes place, that the information gathered is then used by the candidate on an individual basis when responding to Tasks in the controlled environment
- make sure that candidates are able to access appropriate resources, eg internet, local publications such as directories.

The controlled environment must be monitored as follows:

- candidates must have access to their notes, action plan/checklist and any information obtained via research when they respond to the Tasks
- candidates will complete all Tasks in class, working independently when producing evidence for assessment
- it is expected that the timeframe for completion of all Tasks is 18-26 hours:

Task 1 2-4 hours

Task 2 4-6 hours

Task 3 6-8 hours

Task 4 3-4 hours

Task 5 3-4 hours

The total number of marks available for this task is 60.

INSTRUCTIONS TO TEACHERS continued

- candidates must be supervised at all times during the completion of Tasks. At the end of each period of work, candidates' notes, discs, memory sticks, etc, must be collected and then returned to them at the beginning of the next period of work
- candidates must not communicate with each other regarding the work that they carry out in the controlled environment
- candidates must not introduce any new material into their research which is not accessed during the 12-18 hours set aside for research and keeping their action plan up to date
- it is possible for candidates during the 12-18 hours set aside for research to request assistance from the teacher. It is appropriate, for example, for candidates to ask for technical help in accessing the internet or using a library catalogue. It would not be appropriate for candidates to ask for help in evaluating a particular source or for advice as to whether the conclusions they were drawing were accurate
- apart from ensuring that candidates understand the guidance on how to undertake the task, teachers cannot give any other guidance to the candidate during the time set aside for their completion
- candidates may use word processors to write up their findings or they may hand write their responses. If handwritten evidence is submitted, then the work will need to be scanned if the centre has entered for e-moderation
- at the end of the time set aside for the completion of the Tasks, teachers must collect in the candidates' evidence.

Instructions To Candidates

- You will need access to your research notes when completing the tasks and your completed action plan when you come to respond to Task 5 in the controlled environment
- You will complete all Tasks in class, working independently; however, if you have worked in a group to generate primary research evidence, you will be able to share the information gathered as long as the interpretation of findings is entirely your own
- On completion of Tasks 1-5 you must have compiled a bibliography
- You must not communicate with other candidates regarding the work that you carry out in the controlled environment
- You must ensure you keep updating your action plan as you progress through the unit as you will need it for Task 5
- You may use a word processor or you may hand write your responses to each of the Tasks

BREAKING NEWS!***Review of service provision 'long overdue'***

The Dyer Herald has learnt that the local authority is planning a review of service provision in our area; health, social care and early years services will all be assessed as part of the review, which many say is too long in coming.

Although the following information has yet to be confirmed, we understand that experts in each of the health, social care and early years sectors will be carrying out investigations into the range of services which are currently available, including whether or not they're sufficient for the needs of the community.

In the past we've reported on several instances where complaints have been filed against services and their employees, so a review of ways that services could increase accessibility and job roles is included in the review.

It's understood that the review will last several weeks, so we'll keep you posted...

You have been appointed as one of the experts who will be investigating services in your local community. You can choose between:

- Health services
- Social care services
- Early years services

Task 1: Preparation

Before starting your investigation, you must:

- choose the sector on which your investigation will be based
- produce a plan/checklist for your investigation, including aims and objectives
- decide on the information you will use and where you will access this
- what primary research (which can be in groups) do you need to carry out?
- what secondary research to you need to carry out?

Task 2: The needs of clients and the types of services that exist to meet their needs

You must think about the needs of clients and the services that are made available in order to meet their needs:

- explain their physical, intellectual, emotional and social needs
- what services are available locally to meet their needs?
- if clients have more than one need, explain how services meet their different needs – for instance, do they work together to meet the needs of clients? If so, how do they work together? What methods of communication do they use?

- explain why these services are available in your community – think about the demographic factors which might have led to a particular service being introduced. What needs are they meeting?
- explain how these services are organised
- produce a diagram to show how these services fit into the national framework – interpret the information provided in the diagram to show that you understand what it means

Task 3: How services can be obtained and possible barriers to accessing services

You need to understand that there are different ways in which people can obtain services. You must consider:

- methods of referral – use a range examples to demonstrate your understanding

All services should be accessible to clients. They become accessible when services make sure that there aren't any barriers.

- carry out an investigation into how a service has removed barriers. You must consider:
 - physical barriers
 - psychological barriers
 - financial barriers
 - geographical barriers
 - cultural barriers
 - language barriers
 - resource barriers
- evaluate your findings and make recommendations for improvements.
- explain the possible effects of barriers on clients.
- how has the removal of barriers empowered clients?
- identify a piece of legislation which is relevant to the service; what impact has this legislation has on the service?

Task 4: The roles of people who work in care services

As part of your investigation you're going to produce a 'day in the life of' (or equivalent) profile of a direct care worker.

- first of all, select a direct care worker relevant to the service you're investigating
- describe their role within the service
- explain their day to day tasks, making sure you include how they meet the health, developmental and social care needs of clients as part of the tasks they perform
- consider the qualification pathways which are needed to become this direct care worker; evaluate these pathways
- explore the different skills and qualities this direct care worker needs – why are they important?

Task 5: Conclusion

You must present your evidence in an appropriate format. Try to be as concise as possible, using information which is relevant to the investigation. Use sub-headings where appropriate.

You need to measure your performance. To do this:

- use your plan/check list to evaluate the effectiveness of your investigation – did you meet your aims/objectives?
- what improvements would you make for future investigations
- present an overall conclusion
- produce a bibliography showing sources of information
- present your investigation in an appropriate format, using appropriate technical terminology

Candidates' evidence will be internally assessed and externally moderated, using the bands below.



OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

HEALTH AND SOCIAL CARE

Unit A911: Health, Social Care and Early Years Provision
Specimen Controlled Assessment Mark Scheme

The maximum mark for this unit is **60**

SPECIMEN

Unit A911 - Health, Social Care and Early Years Provision

(a) Care needs of major clients			Max
<p>Identify the different types of client groups that use services</p> <p>A basic explanation of the needs of different clients that use services, showing little evidence of the escalating effect an initial need can create</p> <p>Basic understanding of the complexity of isolating needs is present</p> <p>A basic analysis of how services meet the different needs of clients</p> <p><i>Some examples are included in the evidence produced</i></p> <p style="text-align: right;">0 1 2 3 4</p>	<p>Outline the different types of client groups that use services</p> <p>A reasonable explanation of the needs of different clients that use services, showing some evidence of the escalating effect an initial need can create</p> <p>Some understanding of the complexity of isolating needs is present</p> <p>A sound analysis of how services meet the different needs of clients</p> <p><i>A range of appropriate examples are used in the evidence produced</i></p> <p style="text-align: right;">5 6 7 8</p>	<p>Describe in detail the different types of client groups that use services</p> <p>A comprehensive explanation of the needs of different clients that use services, showing evidence of the escalating effect an initial need can create</p> <p>Comprehensive understanding of the complexity of isolating needs is evident</p> <p>A detailed analysis of how services meet the different needs of clients</p> <p>A wide range of appropriate examples are used throughout the evidence produced</p> <p style="text-align: right;">9 10 11 12</p>	12
(b) Possible barriers that could prevent clients from accessing services			
<p>A basic analysis of the different ways (referral procedures) in which clients can access services, using some appropriate examples</p> <p>Plan and carry out an investigation; use the information gathered from the investigation to make limited judgements and present conclusions. In teamwork situations, the candidate has made limited contribution to the efforts of the team.</p>	<p>A sound analysis of the different ways (referral procedures) in which clients can access services, using appropriate examples for each</p> <p>Plan and carry out an investigation; use the information gathered from the investigation to make straightforward judgements and present conclusions which reflect findings from the investigation. In teamwork situations, the candidate has made some contribution to</p>	<p>A comprehensive analysis of the different ways (referral procedures) in which clients can access services, using a range of appropriate examples for each</p> <p>Plan and carry out an investigation; use the information gathered from the investigation to make reasoned judgements and present conclusions which accurately reflect findings from</p>	15

<p>A basic explanation of possible barriers that could prevent clients from accessing services</p> <p>A basic explanation of the health, developmental and social care effects possible barriers could have on clients</p> <p>A limited evaluation of how services have implemented procedures to overcome possible barriers; how this would help to empower clients is included</p> <p>Legislation identified will be relevant to the purpose of the services; little understanding of the impact of the legislation on the quality of service provided will be evident.</p> <p><i>Limited understanding of the importance of reducing/removing possible barriers is evident</i></p>	<p>the efforts of the team.</p> <p>A reasonable explanation of possible barriers that could prevent clients from accessing services</p> <p>A reasonable explanation of the health, developmental and social care effects possible barriers could have on clients</p> <p>A sound evaluation of how services have implemented procedures to overcome possible barriers; how this would help to empower clients is included</p> <p>Legislation identified will be relevant to the purpose of the services; some understanding of the impact of the legislation on the quality of service provided will be evident.</p> <p><i>Some understanding of the importance of reducing/removing possible barriers is evident</i></p>	<p>the investigation. In teamwork situations, the candidate has made a significant contribution to the efforts of the team.</p> <p>A detailed explanation of possible barriers that could prevent clients from accessing services</p> <p>A detailed explanation of the health, developmental and social care effects possible barriers could have on clients</p> <p>A comprehensive evaluation of how services have implemented procedures to overcome possible barriers; reasoned judgements are made, presenting accurate conclusions about how this would help to empower clients</p> <p>Legislation identified will be relevant to the purpose of the services; clear understanding of the impact of the legislation on the quality of service provided will be evident.</p> <p><i>Comprehensive understanding of the importance of reducing/removing possible barriers is evident throughout</i></p>	
0 1 2 3 4 5	6 7 8 9 10	11 12 13 14 15	
(c) Ways in which services are developed and organised			
<p>With guidance, investigate services which are available locally to meet client group needs</p> <p>A basic explanation of why these services are available in the local area</p>	<p>With some guidance, investigate services which are available locally to meet client group needs</p> <p>A reasonable explanation of why these services are available in the local area</p>	<p>Independently investigate services which are available locally to meet client group needs</p> <p>A comprehensive explanation of why these services are available in the local</p>	9

<p>A basic explanation of how these services are organised</p> <p>Limited understanding of how these services fit into the national framework</p> <p>0 1 2 3</p>	<p>A reasonable explanation of how these services are organised</p> <p>Some understanding of how these services fit into the national framework</p> <p>4 5 6</p>	<p>area</p> <p>A detailed explanation of how these services are organised</p> <p>Comprehensive understanding of how these services fit into the national framework</p> <p>7 8 9</p>	
(d) The principles of care			
<p>An identification of the principles of care which are mostly relevant to different services</p> <p>A basic explanation of how direct care workers in services would apply care values, demonstrating limited understanding of individual needs</p> <p>A basic analysis of possible effects on the clients if care values are not applied</p> <p>0 1 2 3 4</p>	<p>An outline of the principles of care relevant to different services</p> <p>A reasonable explanation of how direct care workers in services would apply care values, demonstrating some understanding of individual needs</p> <p>A sound analysis of possible effects on the clients if care values are not applied</p> <p>5 6 7 8</p>	<p>A detailed description of the principles of care relevant to different services</p> <p>A detailed explanation of how direct care workers in services would apply care values, demonstrating comprehensive understanding of individual needs</p> <p>A comprehensive analysis of possible effects on the clients if care values are not applied</p> <p>9 10 11 12</p>	12
(e) The roles of people who work in care services			
<p>An identification of the role of direct care workers</p> <p>A basic explanation of the day to day tasks of direct care workers, including how the health, developmental and social care needs of clients are met in the daily programme</p> <p>A limited evaluation of possible qualification pathways for the direct care worker</p> <p>A basic explanation of the skills and qualities required by direct care workers</p>	<p>An outline of the role of direct care workers</p> <p>A reasonable explanation of the day to day tasks of direct care workers, including how the health, developmental and social care needs of clients are met in the daily programme</p> <p>A sound evaluation of possible qualification pathways for the direct care worker</p> <p>A reasonable explanation of the skills and qualities required by direct care workers</p>	<p>A detailed description of the role of direct care workers</p> <p>A detailed explanation of the day to day tasks of direct care workers, including how the health, developmental and social care needs of clients are met in the daily programme</p> <p>A comprehensive evaluation of possible qualification pathways for the direct care worker, making reasoned judgements and presenting accurate conclusions</p>	12

0 1 2 3 4	5 6 7 8	A detailed explanation of the skills and qualities required by direct care workers 9 10 11 12	
<p><i>Candidates in this mark band may:</i></p> <ul style="list-style-type: none"> • <i>have evidence of inaccuracies in spelling, punctuation and grammar, showing little cohesion</i> • <i>require guidance when presenting information</i> • <i>require guidance when selecting a suitable structure and style of writing</i> 	<p><i>Candidates in this mark band will:</i></p> <ul style="list-style-type: none"> • <i>ensure that text is legible and that spelling, punctuation and grammar are generally accurate so that meaning is clear</i> • <i>present information in a form which suits its purpose</i> • <i>use a suitable structure and style of writing</i> 	<p><i>Candidates in this mark band will:</i></p> <ul style="list-style-type: none"> • <i>ensure that text is consistently legible and that spelling, punctuation and grammar are accurate so that meaning is clear</i> • <i>present information in a form which suits its purpose and shows careful consideration to the intended recipient</i> • <i>use a suitable structure and style of writing which is appealing to the audience</i> 	
TOTAL			60